In our efforts to scaffold historical inquiry it becomes clear that some students are not accustomed to this kind of teaching/learning process. Chapters 8 and 9 in *Doing History* make this clear and provide a variety of strategies to scaffold and facilitate student inquiry. For this activity, each group will examine their assigned sections in *Doing History* and provide examples from this section of the modeling/scaffolding strategies used and the assessments developed to assess student learning.

Group 1: Turning Interest into Researchable Questions (p. 87)

All Questions are not Created Equal (p101)

[The Road to War](http://historyblueprint.org/civil-war-lesson-1-pre-test-and-causes-post-draft-3-changes.pdf) Lesson #1

**Page 87:**

**Modeling/scaffolding:**

* Teacher has students write questions that they can then look at. Teacher mentions that some students already know some and are enthusiastic at learning more.
* KWL Charts
* Teacher modeled the questions she wanted by using another example “schools”. This was a subject they already have discussed in class before.
* The teacher help the students with developing their questions by asking the students a lot of guided questions that would relate to the projects they were doing.

**Assessments Developed:**

* The teacher was able to see how the students came up with their topics for their projects.
* The teacher can use a formative assessment on how they research in the library to find their answers.
* The teacher can use the artifacts that the students find to match to the project they have decided.

**Page 101:**

**Modeling/Scaffolding:**

* Having the students interview their family to help come up with questions, and then using the best question that would relate to project.
* Asking guiding questions like “how” and “why”.

**Assessments Developed:**

* The only assessment that I was able to think of would be to assess them on the interviews, and how they came up with the questions they needed to ask.
* And when they went around in groups to post questions on the different boards.

Additionally, each group will find and discuss examples of these same modeling, scaffolding and assessment strategies in [The History Blueprint: The Civil War](http://historyblueprint.org/the-civil-war" \t "_blank). Each group is assigned one of the lessons from this unit and will analyze this lesson in terms of the primary sources used, the modeling/scaffolding of these primary sources and the assessments used to evaluate student learning from this lesson.Provide at least three examples of each of these strategies from the assigned lesson.

**3 primary sources scattered throughout the unit:**



*Port Royal Island, S.C. African Americans preparing cotton for the gin on Smith's plantation. 1862.*



Life in Camp Cameron, Washington, DC. May 1861.



Map of the United States of North America, et al., 1861.

**3 modeling/scaffolding used throughout the unit:**

* The teacher guides and explains ideas of the CW 1.6 reading, *The Role of Slavery*.
* Have students analyze the “Tragic Prelude” painting. The teacher will model the first 4 questions and the students will answer the last 2 questions on the graphic organizer.
* Do American Freedom Now and Then Graphic Organizer (CW1.2) as a whole class activity for 20 minutes. Have students suggest answers; the teacher records the answers on an overhead and has students copy the answers on their sheet.

**3 assessments used throughout the unit:**

* Teacher reviews the student answers to graphic organizers in order to ensure they have the correct answers recorded.
* A student from each group gives a brief presentation by explaining their assigned state rights event and identifying its issue(s).
* Students take a pre-test that assesses what students remember from earlier units about the conflict over slavery in the western territories, the compromises agreed upon to avoid war, and regional differences.

All groups must also review and report on the section entitled *Investigating with English Language Learners (p. 94)*.  For this section, provide two examples of how concepts were modeled for ELL students or how scaffolding was provided to them.

Investigating with English Language Learners​

* use more than written text - physical artifacts and visual images ease the burden of constantly being immersed in a new language, still teach the content and skills learned through text such as learning change over time, making observations and inferences, and drawing conclusions
* allow students to draw from their own experiences and background knowledge - focusing on daily life, bringing in objects from home, and talking with people they know  all make it clear that students' lives and identities are valued and that their families and communities have expertise that contributes to their academic achievement

 Also, provide two examples from [The History Blueprint: The Civil War](http://historyblueprint.org/the-civil-war" \t "_blank) that supports an English Language Learners understanding of the lesson content or material in this document.

1. Visual image ("Am I Not a Man and A Brother") provides a concrete definition of slavery.

2. Rhetorical forms Role of Slavery Reading activity where students identify main topic and supporting details within a paragraph. ELLs might not be able to create these on their own but they can learn to identify them in what they read which will model how to do this on their own when they are ready.